



Instructor: David Zarazúa

E-mail: zarazua@usc.edu

Class Time: Tu/Th 12:30-1:50 pm

Physical Room: SOS B4

Class Zoom Room: <https://usc.zoom.us/j/98394844029>

Office hours: W 10am-12pm, 1-3pm or by appt.

Office Zoom Room: <https://usc.zoom.us/my/zarazua>

Hyflex Instruction

This course was to have been hyflex - in person and simultaneous synchronous online learning. As of 05 August, the course will be taught fully online unless USC returns to face-to-face instruction. If USC returns to face-to-face instruction, our course will be hyflex and students may learn and participate in person or remotely.

Course objectives

In this course, taught in Spanish, students will develop a deeper understanding of the fine points of Spanish grammar. The grammars of Spanish and English will be contrastively analyzed, and those areas that typically give English-speaking students the most trouble will be examined in depth. Students will refine their grammatical skills through translation exercises. In addition, the course will offer an introduction to some of the techniques and problems involved in translating from English to Spanish and from Spanish to English.

Learning objectives

- Students will identify and explain divergent grammatical structures in Spanish and English
- Students will discriminate amongst lexical units and their contextual appropriateness in texts in Spanish and English
- Students will recognize and classify different text types by genre
- Students will create sentence-level and paragraph-level translations from English into Spanish
- Students will evaluate texts in Spanish and English for accuracy and stylistics
- Students will rewrite authentic translations found in public spaces
- Students will translate a significant text from English into Spanish accurately; reflecting genre, register, and rhetorical style

Required texts for the course

Butt, John, Carmen Benjamin, and Antonia Moreira Rodriguez. 2019. *A New Reference Grammar of Modern Spanish*, 6 Ed., Routledge.

Proquest Online access: <https://ebookcentral.proquest.com/lib/socal/detail.action?docID=5579915>

You will also need access to a good bilingual Spanish-English/English-Spanish dictionary, either paper or electronic.

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

In this course, the use of machine translators (beyond the level of the lexical unit) is prohibited, unless it is explicitly permitted in a specific assignment.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Synchronous session recording notice

All our synchronous class sessions will be video recorded through Zoom. These recordings will be available in the Zoom tab in Blackboard for you to watch asynchronously, especially if you miss class.

Sharing of course materials outside of the learning environment

Remember that USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Grade breakdown	%	Grade	Letter		
Grammar Exercises (10)	20	100-94	A	76-73	C
Integrated Translations (5)	15	93-90	A-	72-70	C-
Midterm Exam	15	89-87	B+	69-67	D+
Course Project	20	86-83	B	66-63	D
Translation 10%		82-80	B-	62-60	D-
Analysis 5%		79-77	C+	59	F
Presentation 5%					
Participation	15				
Final Exam	15				
Course Total	<u>100</u>				

Grammar Exercises

These activities are translation exercises of sentences and short passages based on the assigned readings in the text. To prepare for class, read the indicated sections and complete the associated exercises. You will submit your work in Blackboard by the deadline. All work must be double-spaced in a docx.

Integrated Translation Assignments

These activities involve the translation of longer passages, which both synthesize the material of the preceding class meetings and focus on particular types of text. You will submit your work in Blackboard by the deadline. All work must be double-spaced in a docx.

Exams

There will be two exams, a midterm and a final exam. The midterm will be given during the regular class time in the Schedule of Classes. Likewise, the final will be given during the time indicated in the Final Exam Schedule. The exams will consist of grammar tasks and translations. The midterm will cover all information up to the exam. The final will cover the grammar points covered since the midterm and translations that include the entire semester.

Course Project

For this project, you will translate an English text (not previously translated into Spanish) agreed upon in consultation with your professor. You will analyze your translation process, describe the challenges that you encountered, and present your work to the class.

Participation

Regular attendance is very important as it is part of your participation in the class. Being adequately prepared for the day's work and the quality of your engagement and contributions to class discussions form the basis for this part of your grade. If you do not attend class, you may watch the recording of the class and complete the online activity assigned for that day as an alternative to synchronous participation. Please communicate to your professor if you are having issues attending and/or participating in the synchronous class meetings.

Course outline

All chapter and page references are to Butt, Benjamin, and Moreira Rodríguez. With the exception of the first day of class, students are expected to complete the reading assigned for each class before coming to class in order to be prepared for the day's work. You should bring questions that you have on the reading for discussion. Assignments are due on the dates indicated.

This outline is tentative and may be modified as the semester progresses.

Week 1	17-21 August
T	Introduction to the course Approaches to translation: surface (external) vs. deep (internal) meaning in translation Discussion on parts of speech and areas of language analysis (syntax, morphology, semantics, etc.)
Th	Use of simple indicative: present, future, conditional Chapter 17: 17.1-17.3.7, pp. 204-207; 17.6-17.7.6, pp. 217-223 Use of compound indicative tenses: general remarks, auxiliary verbs, perfect tenses Chapter 18: 18.1-18.6 Grammar Exercise 1: Simple and compound tenses, due 24 August 2020
Week 2	24-28 August
T	Contrasts in the uses of continuous tenses in Spanish and English Modal Auxiliary verbs Chapter 19: 19.1-19.5, pp. 234-241; Chapter 25: 25.1-25.7, pp. 319-327 Grammar Exercise 2: Continuous verb forms, due 26 August 2020
Th	Practice the translation of an informal conversational text Integrated Translation 1: Present, future, conditional, due 30 August 2020

Week 3	31 August-04 September
T	<p>Role of aspect in the translation of narrative texts: preterite vs. imperfect Chapter 17: 17.4-17.5.8, pp. 208-216</p> <p>Grammar Exercise 3: Indicative: Preterite vs. imperfect, due 02 September 2020</p>
Th	<p>Role of aspect in the translation of narrative texts (cont.)</p> <p>Integrated Translation 2: Narration in the past, due 06 September 2020</p>
Week 4	07-11 September
T	Guest Speaker: Anna Olson
Th	<p>Subjunctive after expressions of possibility, influence, and denial Chapter 20: 20.1-20.3.23, pp. 241-262</p> <p>Grammar Exercise 4: Subjunctive: Possibility, doubt, denial, due 13 September 2020</p>
Week 5	14-18 September
T	<p>Subjunctive w/other subordinators; relative clauses; other cases; sequence of tenses Chapter 20: 20.4-20.13, pp. 262-280; Chapter 29: 29.1-29.10, pp. 356-363</p> <p>Grammar Exercise 5: Subjunctive: Subordination, relative clauses, due 16 September 2020</p>
Th	<p>Subjunctive after other subordinators; relative clauses; other cases; sequence of tenses Chapter 20: 20.4-20.13, pp. 262-280; Chapter 29: 29.1-29.10, pp. 356-363</p> <p>Integrated Translation 3: Subjunctive, due 20 September 2020</p>

Week 6	21-25 September
T	Practice with the subjunctive in context: Bring examples to class (google slide)
Th	Summary of the first half of the semester. Review for midterm
Week 7	28 September-02 October
T	Midterm Exam
Th	<p>Guest Speaker: María Alejandra Alván Imperatives and alternative constructions Chapter 21: 21.1-21.12</p> <p>Grammar Exercise 6: Imperative, due 04 October 2020</p>
Week 8	05-09 October
T	<p>Gender of nouns Chapter 1: 1.1-1.5, pp. 1-18 Number of nouns Chapter 2: 2.1-2.3.4, pp. 19-29 Articles Chapters 3 and 4: 3.1-4.22, pp. 30-52 Adjectives Chapter 5: 5.1-5.12, pp. 53-72</p> <p>Grammar Exercise 7: Articles, nouns, adjectives, due 07 October 2020</p>
Th	<p>Subject pronouns Chapter 12: 12.-12.5, pp. 134-139 Pronouns used with prepositions Chapter 13: 13.1-13.3, pp. 140-142 Object pronouns Chapter 14: 14.1-14.92, pp.141-155 Le/les and lo/la/los/las Chapter 15: 15.1-15.11, pp. 157-169</p> <p>Grammar Exercise 8: Pronouns, due 12 October 2020</p>

Week 9	12-16 October
T	Se: Pronominal verbs and uses of se Chapter 30: 30.1-30.11, pp. 364-372
Th	Guest Speaker: Joyce Tolliver
Week 10	19-23 October
T	Se: Verbs of becoming Chapter 31: 31.1-31.3.8, pp. 393-397 Se: Passive and impersonal Chapter 32: 32.1-32.9, pp. 393-414 Grammar Exercise 9: Se, due 21 October 2020
Th	Negation Chapter 27: 27.1-27.6, pp. 335-346 Syntax Chapter 42: 42.1-42.9.3, pp. 538-551 Integrated Translation 4: Passive voice, due 25 October 2020
Week 11	26-30 October
T	Language as a vehicle of culture Grammar Exercise 10: Metaphors, proverbs, figurative language, due 28 October 2020
Th	Guest Speaker: Gloria Arjona

Week 12	02-06 November
T	Presentations: Final Projects <ul style="list-style-type: none"> • • • • <p style="color: blue;">Integrated Translation 5: Idiomatic expression, due 11 November 2020</p>
Th	Guest Speaker: Azucena Puerta-Díaz
Week 13	09-13 November
T	Presentations: Final Projects <ul style="list-style-type: none"> • • • •
Th	Conclusion and review for final exam

Final Exam Thursday, November 19, 11:00 am – 1:00 pm

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.